#

# Spring 2024 Syllabus

“Introduction to Chicano-Latino Studies”

# CLS-11: Fully Online, Asynchronous

## | Instructor Contact Information

* **Instructor:** Dr. Francisco Fuentes
* **Email:** Canvas Inbox (preferred method) or francisco.fuentes@reedleycollege.edu
* **Student-Only Hours (“Office Hours”):** By appointment only.

## | Welcome to Our Class

I’m so glad you enrolled in Chicano-Latino Studies 11. I’ve been teaching this class at universities and colleges, or a similar class, for almost 20 years. I even took a similar course back when I was a freshman at UC Santa Barbara; it changed my life because it expanded my global perspective and self-understanding. Perhaps, this is one reason why I am teaching this class today. I teach with hopes it enriches the way you see the world and your place in it.

While this class does touch on some key aspects of what is understood as dominant U.S. history, our main focus here is to understand the perspectives and experiences of Chicanas and Chicanos in American history. There are many exciting topics we will cover throughout the course. My job is to guide and support you throughout the process. I don't expect you to do any work on the weekends, except for chapter readings for the most studious of you. Welcome to our class!

## | Course Location & Technical Support

All assignments are available on Canvas. Technical support for Canvas is best handled by Canvas Support (1-844-887-2223). The [Canvas Guides](https://community.canvaslms.com/community/answers/guides/) are an excellent resource for you as well. I may be able to assist you on limited issues.

## | Office Hours and Response Time

My office hours (“student only hours”) are times for conversation where we prioritize the course and your work progress. I am here to answer questions, offer feedback, discuss a course concept, or just listen as you explore a line of reasoning. I can also direct you to resources to help you meet challenges you face outside of class. This is also a time I can provide onsite technical support.

* **Questions outside of office hours?** I will respond to your message within 24 hours, M-F. If you do not receive a response after 24 hours, please resend. Send messages by Canvas for a guaranteed reply as this class takes place primarily on Canvas.
* **I am available by phone or zoom** by appointment only. Contact me via Canvas.

## | Required Materials and Textbooks

1. Textbooks (online for free via library):
	1. Chavez, Ernesto. *Mi Raza Primero : Nationalism, Identity, and Insurgency in the Chicano Movement in Los Angeles, 1966-1978* (2002).
	2. Haney Lopez, Ian F. *Racism on Trial : The Chicano Fight for Justice (2004)*.
	3. Additional readings are provided as a PDF copy in our Canvas Course / Home Page / Required Readings.
2. Hard copies of textbooks are available at the campus library. The campus bookstore has copies for sale.
3. Computer: Students can check out laptops at the Reedley College Library.
4. Software to save documents in Microsoft Word (.docx). SCCCD email accounts come with OneDrive for free, where you can write online in Word. Google Docs is another option.
5. Reliable, high-speed Internet access on a desktop or laptop computer, ideally with webcam and microphone to take advantage of office hours.

## | Course Description & Objectives

ADVISORY: English 1A or 1AH. (A, CSU-GE, UC, I)

This 9-Week introductory course explores the Chicano/a/x and Mexican American community, culture(s) and heritage(s) in American society from an interdisciplinary approach. Focus on sociocultural challenges, struggles, and social justice movements that define the Chicano/a/x experience. Examination of the ancestral roots, dynamic migration/immigration trends, conflict, racialization processes, liberation struggles, socialization process, and sociopolitical patterns from ancient Indigenous civilizations of Mesoamerica to the present. Overview of trends and patterns in Latino/a/x populations at-large will also be explored.

The Last Day of class is Friday, May 17, 2024.

## | Course Objectives

Upon successful completion of this course, the student will be able to demonstrate the following measurable skills and abilities:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Chicano/a/x Latinx Studies.
2. Apply theory and knowledge produced by Mexican origin and Latinx communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with a particular emphasis on agency and group affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Latina and Latino American communities.
4. Research the area of Chicano/a/x-Latinx Studies as a discipline, pedagogy, form of activism, and a community collectivist project.
5. Analyze the complexities of a culturally pluralistic society from the critical perspectives of Chicano/a/x or Latinx communities and scholarship.
6. Compare and contrast the basic Chicano/a/x or Mexican American social and cultural patterns and influences related to experiences with oppression, social justice, liberation, self-determination and solidarity efforts.

## | Student Learning Outcomes

Upon successful completion of the course, you as a student will be able to:

1. Describe structural issues such as globalization and transnational politics of the border, immigration policies, settler colonialism, anti-blackness, and language policies impacting Chicano/a/x-Latinx people.
2. Analyze and explain Chicano/a/x Studies as an academic discipline and social justice movement, and its fundamental concepts like race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism and anti-racism.
3. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Mexicans, Chicano/a/xs and Latino/a/xs are relevant to the present day.
4. Critically analyze and evaluate the significance of Chicano/a/x history, culture(s), and heritage(s) in American society.

## | Instructor Communication: Regular Effective Contact

I am looking forward to working closely with you this semester, and you can expect me to play an active role in our course. I will post announcements every week, review course material through an online zoom, join you in online discussions to help you understand course concepts, and provide detailed feedback as needed. I will also answer questions throughout the semester during class or over Canvas Inbox. I usually reply between M-F. The quickest way to reach me is by Canvas.

Let me know when you need help—that’s why I’m here!

## | Attendance and Participation

I want every interested student to be part of this class and succeed. This is an academic course in which class attendance, participation, reading, group discussion, and written responses are the foundational basis of our exploration. I developed policies that empower your academic success, not hurt it. If you have a recommendation or want to offer feedback, I am always open to learning from students and changing policies for future classes. Having said this, the policies below are set for our course and you should know them.

### | ATTENDANCE AND PARTICIPATION

Regular attendance and class participation is as vital in an online class with a traditional classroom. You will be required to put the same amount of hours in an online course as you would in an on campus course. How will I count participation? Your participation is reflected in …

1. Punctuality: Your timely contributions to class discussions and activities.
2. Regularity: Your weekly submissions on Canvas.

### You will be considered absent if there is no evidence of your weekly participation in the academic activities of this course. Students who have no evidence of participation or attendance for two (2) or more *consecutive* weeks may be dropped from the course.

### | LATE WORK

Assignments for this course should be completed on time so that we are all moving through the class together. Sometimes, though, life gets in the way of learning. In unexpected situations leading to late work, it is always better to contact your professor via Canvas to let them know.

|  | **Can be turned in Late w/out Penalty** |  | **No Late Submissions : No Exceptions** |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | Discussion PostsSelection of Interview ParticipantInterview TranscriptOral History ReflectionMedia Analysis |  | Discussion CommentsWeekly ReflectionsSurveys & QuizzesExtra CreditFinal Exam |  |
|  | 66%**of total points available** |  | 34%of total points available |  |

Some deadline flexibility has already been built into this course. The best way to plan for the unexpected is to get an early start on each assignment and communicate with your professor.

### | DROP POLICY

I want anyone who decides to put in the work to find success in this course. As such, I’m willing to find reasonable solutions to give you the opportunity to find success here.

The instructor will drop any and all students described below:

* Students who do not complete Unit 0 by the first Thursday of class, March 14.
* Students who do not complete Unit 1 by the first Sunday, March 17.
* Students who miss two (2) or more *consecutive* weeks of work.
* The last day to drop with a "W" (Withdraw) is April 13.

If you don’t plan to complete or participate in the course, **it is your responsibility to officially drop** as soon as possible. The system will issue an “F” letter grade if you fail to drop on time.

Students who remain enrolled in a class beyond the published withdrawal deadline will receive an evaluative letter grade in this class (A, B, C, D, F).

## | Language Requirements

Students can submit course work in English or Spanish. Students who write in Spanglish will be marked down. Students must quote in English (no need to translate), but are free to write essays in Spanish.

## | Assignments

Canvas modules are the only way to submit assignments. I will not accept printed assignments or email attachments. Please submit all your work using our Canvas course:

* **Student Surveys:** Students are given the opportunity to share about their experiences and goals in college and in the course through both an entrance survey and exit survey.
* **Weekly Reading-Based Group Discussion:** Students will be required to post weekly reading/film discussions. The contribution must be in a substantive way that incorporates course concepts, readings, and films. No credit will be given to commentary left without references, citations are mandatory. Your contribution to class discussions should assess your comprehension of weekly readings and class lectures. You will need to submit discussion contributions on Canvas.
* **Weekly Discussion Replies:** Students will reply to weekly posts made by other students in a meaningful and substantive way that engages the subject matter in a respectful manner. Your contribution to class discussions should assess your comprehension of weekly readings and class lectures. You will need to submit discussion contributions on Canvas. Minimum 2 replies per group discussion board.
* **Media Analysis:** Students will be required to write critical essays with a focus on media analysis. The contribution must incorporate course concepts, lectures, readings, and films. No credit will be given to commentary left without references (i.e. timestamps, page numbers, etc.). Your essays should examine the film with intent to draw connections to readings and class lectures. You will need to submit your short essay on Canvas.
* **Weekly Reflections:** Reflecting on the course material is an integral part of learning and internalizing information. Students will be asked to provide some notes that demonstrate their ability to reflect on their own performance. Each week’s reflection is available from Wednesday to Friday of every week. Late submissions aren’t accepted.
* **Oral History Report:** Oral history involves interviewing a person to get an inside perspective into what it was like to live in a particular time or as the member of a particular social group. Students will interview an individual (family or otherwise) who was not born in the U.S. and now lives here. Students will shape the interview into an essay that presents the material and interprets the significance. Additional details and instructions are made available on Canvas.
* **Final exam:** The Final Exam is due on our last day of class. The exam details will be announced two weeks in advance. No late exams accepted.

## | Grading

Students can expect some form of feedback early on to help everyone achieve a solid grade throughout the course. Additional feedback can be provided by request. The professor’s feedback is critical to achieving the highest grade possible, so be sure to ask for it if your assignments need improvement.

| Assignment - Late OK | Total Points | % of Total |
| --- | --- | --- |
| Group Discussion Post (7) | 210 | 30.8% |
| Media Analysis (5) | 125 | 18.4% |
| Oral History Project (4 parts) | 100 | 14.7% |
| **Assignment - No Late Submissions** | **Total Points** | **% of Total** |
| Entrance & Exit Surveys | 45 | 06.6% |
| Quiz: Syllabus | 10 | 01.5% |
| Introductory Post | 10 | 01.5% |
| Group Discussion Replies (14) | 70 | 10.3% |
| Weekly Reflections (6) | 30 | 04.4% |
| Final Exam | 80 | 11.8% |
| **Total Points Possible** | **680** | **100%** |

##

Each student's final grade is calculated by the percentage of total points possible earned by that student, using a standard scale: 90-100%=A, 80-89%=B, 70-79=C, 60-69%=D, 0-59%=F. The instructor reserves the right to add/change/delete points during the semester.

**\*\***This class offers extra credit opportunities via Canvas that may increase total points.

## | Course Schedule

### All activities listed on the schedule are mandatory. All students are required to complete listed assignments in a timely manner. Refer to Canvas for links to weekly readings and films.

### Week 1WEEK 1 : March 11 to March 15

Topics: **Intro to Chicana and Chicano Studies**

**Tasks due:**  | Unit 0, Unit 1

 (Tuesday) | Student Entrance Survey [20 Points]

 (Tuesday) | Course Syllabus Quiz [10 Points]

 (Wednesday) | Welcome Discussion. (Introduce yourself on Canvas). [10 Points]

 (Friday) | Reading-based Discussion Post [30 Points] ✅

 (Saturday) | Substantive and Elaborative Group Replies due [10 Points]

**Multimedia:** | Film: Harvest of Empire

**Readings:** | Book Chapter: “Introduction: Those Times of Revolution” (Chavez)

| Book Chapter: “A Movable Object Meeting an Irresistible Force” (Chavez)

### Week 2WEEK 2 : March 18 to March 22

Topics: **Chicano Power Movement**

**Tasks due:**  | Unit 2; start OHP

 (Thursday) | Unit OHP: Project-based Discussion Post [30 Points] ✅

 (Saturday) | Unit OHP: Substantive and Elaborative Group Replies due [10 Points]

 (Saturday) | Unit 2 Short Essay: Media Analysis [25 Points] ✅

 (Saturday) | Unit 2 Reflection [05 Points]

**Multimedia:** | Film: Chicano! Taking Back the Schools

**Readings**: | No new readings

### *SPRING BREAK: March 25 to March 29*Spring Break

*No Class or Assignments*

### Week 3WEEK 3 : April 1 to April 5

Topics: **Racism on Trial**

**Tasks due:**  | Unit 3; continue OHP

 (Wednesday) | Unit OHP: Identify Interview Participant [10 Points] ✅

 (Thursday) | Reading-based Discussion Post [30 Points] ✅

 (Saturday) | Substantive and Elaborative Group Replies due [10 Points]

 (Saturday) | Unit 3 Reflection [05 Points]

 (Saturday) | Unit 3 Short Essay: Media Analysis [25 Points] ✅

**Multimedia:** | Film: Harvest of Empire

**Readings:** | Book Chapter: “The Chicano Movement Cases” (Haney Lopez)

| Book Chapter: “The Mexican Race in East L.A.” (Haney Lopez)

| Canvas PDF: “Changing Cuban Relations” (Acuña)

 | Canvas PDF: “Puerto Rico’s Status” (Acuña)

### Week 3WEEK 4 : April 8 to April 12

Topics: **Judicial Law and Racial Order**

**Tasks due:**  | Unit 4

 (Thursday) | Reading-based Discussion Post [30 Points] ✅

 (Friday) | Unit 4 Reflection [05 Points]

 (Saturday) | Substantive and Elaborative Group Replies due [10 Points]

**Readings:** | Book Chapter: “Judges and Intentional Racism” (Haney Lopez)

| Book Chapter: “Race and Racism as Common Sense” (Haney Lopez)

### Week 3WEEK 5 : April 15 to April 19

Topics: **Brown Berets and The Chicano Moratorium**

**Tasks due:**  | Unit 5

 (Thursday) | Reading-based Discussion Post x 2 [60 Points] ✅

 (Saturday) | Substantive and Elaborative Group Replies due x 2 [20 Points]

 (Saturday) | Unit 5 Short Essay: Media Analysis [25 Points] ✅

 (Saturday) | Unit 5 Reflection [05 Points]

**Multimedia:** | Film: Symbols of Resistance

**Readings:** | Book Chapter: “Birth of a New Symbol: The Brown Berets” (Chavez)

| Book Chapter: “From Young Citizens to Brown Berets” (Haney Lopez)

| Book Chapter: “Law Enforcement and Legal Violence" (Haney Lopez)

| Book Chapter: “Chale No, We Won’t Go!: The Chicano Moratorium” (Chavez)

### Week 3WEEK 6 : April 22 to April 26

Topics: **Legacies in Chicana/o Resistance; Central Americans**

**Tasks due:**  | Unit 6

 (Thursday) | Reading-based Discussion Post [30 Points] ✅

 (Saturday) | Substantive and Elaborative Group Replies due [10 Points]

 (Saturday) | Unit 6 Short Essay: Media Analysis [25 Points] ✅

 (Saturday) | Unit 6 Reflection [05 Points]

**Multimedia:** | Film: Fighting for Political Power

**Readings:** | Book Chapter: “The Voice of the Chicano People" (Chavez)

 | Canvas PDF: “Central Americans” (Acuña)

### Week 3WEEK 7 : April 29 to May 3

Topics: Oral History Project

**Tasks due:**  | Oral History Project (OHP)

 (Thursday) | OHP: Written Interview Transcript due [30 Points]

 (Sunday) | OHP: Oral History Reflection (3 pages) [30 Points] ✅

### Week 3WEEK 8 : May 6 to May 10

Topics: **Claiming Chicana/o/x Identity**

**Tasks due:**  | Unit 7

 (Thursday) | Reading-based Discussion Post [30 Points] ✅

 (Saturday) | Substantive and Elaborative Group Replies due [10 Points]

 (Saturday) | Unit 7 Short Essay: Media Analysis [25 Points] ✅

 (Saturday) | Unit 7 Reflection [05 Points]

**Multimedia:** | Film: Quest for a Homeland

**Readings:** | Book Chapter: “Proving Mexicans Exist” (Haney Lopez)

| Book Chapter: “Inventing Chicanos” (Haney Lopez)

### Week 3WEEK 9 : May 13 to May 17

Topics: **Evaluate the origins and outcomes of the Chicano Power Movement.**

**Tasks due:**  | Review lectures and instructions on Final Exam

 | Submit any missing work

 (Friday) | Final Exam [80 Points]

 (Friday) | Exit Survey [25 Points]

Notice: Our Canvas course closes at 11:59 PM on Saturday, May 18, 2024.

### | Academic Integrity

Violations of academic integrity of any type by a student provides grounds for disciplinary action by the instructor or college. If you are caught plagiarizing and or cheating you will be reported to the Dean. If caught, you will receive a zero for that assignment and possibly expulsion from the college.

Plagiarism is the act of using another person's words or ideas as if they were your own. Sources of quotations, paraphrases, and summaries must be properly documented according to MLA format. This applies to all writing, including discussions. Examples include:

* Copying and pasting text from websites or other electronic sources and presenting it in an assignment as your own original.
* Copying and pasting text from printed sources (including books, magazines, encyclopedias or newspapers) and presenting it in an assignment as your own original.
* Using another student's work and claiming it as your own original work (even if you have the permission of the other student).

Cheating work or writing done by others is presented as your own in order to pretend that the student has mastered course material through misrepresentation. Examples include:

* Copying in whole or in part from another student's assignment or exam
* Allowing another student to copy from your assignment or exam
* Using the textbook, course handouts, or notes during an exam without instructor
* Stealing, buying or otherwise obtaining all or part of a exam before it is distributed
* Selling or giving away all or part of an exam or assignment.
* Having someone else attend a course or take an exam in your place.
* Attending a course or taking an exam for someone else.

Plagiarism prevention tools in Canvas can be used by both student and instructor to check written submissions.Because plagiarized work typically earns a failing grade and puts the plagiarizer at risk of failing the course and/or facing misconduct charges, please discuss source use with me whenever you have any citation concerns or questions—I am here to support your success. When in doubt, ask first!

## Diversity Statement and Respectful Conduct

I would like our class to be a supportive learning environment that values and builds on the richly diverse identities, perspectives, and experiences of our group. Please help me develop this environment by honoring the diverse identities of your classmates and letting your instructor know (via anonymous surveys or email, for example) if an assignment, comment, etc. makes you feel uncomfortable.

Both in the readings and in discussions, you will likely encounter cultures, ideas, and values that differ from your own. These are valuable opportunities to learn more about different perspectives and where they intersect with yours. We all see the world from a point of view informed by our experiences and backgrounds, and what we read and discuss can open new windows through which to understand both our course content and the world around us. You are encouraged to contribute your ideas about course content freely, but please remember to demonstrate respect for your classmates and instructor. We all have unconscious biases that stem from our experiences, and recognizing and discussing them can lead to unexpected insights.

Conversely, disrespectful or threatening responses tend to shut down conversation and insight, and so these kinds of comments will be promptly addressed by your instructor. To keep our interactions safe and productive, please know that anyone who repeatedly engages in disrespectful or otherwise inappropriate behavior will be locked out of the discussion for the week and/or face student misconduct charges. Please join me in creating a comfortable and productive learning environment for us all.

## | Netiquette

*Netiquette* is a set of guidelines for respectful behavior in an online environment. It is etiquette for the Internet, and knowing these social rules can help you have a more rewarding semester. The netiquette guidelines here are ones that are especially important in our online classroom.

1. **Participate.** Reading the posts of others is helpful for you, but you must also do your part to be helpful for the group. Share your ideas to strengthen our discussion, and don’t wait until the last minute to contribute. Encourage others to participate by responding to their ideas. Be involved, but do not dominate a discussion with too many posts.
2. **Remember the human.** This common Internet mantra means that even though we may not be face to face, there is a real person behind each discussion post. Do not write something that you would not feel comfortable saying in a face-to-face classroom setting. Discuss ideas, not people. In other words, do not attack a classmate for expressing his or her opinion; instead, discuss your position on the *ideas* that have been presented. Be kind and understanding with your classmates to keep our environment positive and productive.
3. **Help others.** We will be working together all semester, so let’s try to be a good team. If you can help a classmate with a question, please do! Your efforts will be appreciated by both students and instructor.
4. **Respect other people’s time.** Your posts should be focused, organized, and clear so that your classmates can quickly see your point and evidence. Another way to respect people’s time is to look for answers before asking for help. For example, if you can’t find something or you don’t remember when an assignment is due, look through the syllabus and other course documents for the answer. Ask for help when you truly need it.
5. **Edit and proofread before posting.** We have lots of posts to read, so yours needs to be as clear as it can be. Please review what you have written and edit as needed before posting.
6. **Don’t shout.** TYPING IN ALL CAPITALS MEANS YOU ARE SHOUTING AT US! Don’t do it. The same can be said of repeated exclamation marks!!!!!!!!!
7. **Use emoticons sparingly.** Social networking and texting have given us lots of fun keyboard shortcuts to add tone to a message. Because a smiley face or wink can help to establish the intended tone of a comment, you are welcome to use common emoticons occasionally. Too many emoticons can make your writing look more casual than academic, so don’t overdo it. :-)
8. **No flaming.** “Flaming” is an angry message, often directed at another person. When another person responds in anger, we have a “flame war” taking over the discussion. Personal attacks are unacceptable in the classroom, whether in person or online. If you see a conflict developing, try to calm things down if you feel comfortable doing so. If you feel attacked, contact your instructor rather than responding to the flaming student. We all have biases, and sometimes we are not aware of how what we say may be viewed by others, so let’s all try to be generous and kind in our responses to one another. Everything we do in Canvas is permanent, so please think very carefully about your tone before submitting a post. If you don’t, that mistake might haunt you for the rest of the semester.

### | Student Services

There are many Student Services available at the College, including but not limited to:

**Basic Needs** reedleycollege.edu/student-services/reedley-college-basic-needs-resources.html

**Tiger Pantry** (559) 494-3000 ext. 3173

**Learning Center** (559) 494-3000 ext. 3430

**Reading and Writing Center** (559) 494-3000 ext. 3160

**Transfer Center** (559) 494-0300 ext. 3234

**Library Services** (559) 494-3052

**Student Health Center**  (559) 494-3028

**Canvas Hotline** (844) 887-2223

## | Students with Disabilities

**I want you to be successful by working with you!** I’ve made every effort to make this course accessible to all students, including students with disabilities. If you encounter a problem accessing anything in this course, please contact me immediately by email and also contact the college’s Disabled Student Programs & Services (DSPS).

Students with disabilities, who may need accommodations in this class, are encouraged to contact the DSPS as soon as possible to ensure that such accommodations are implemented in a timely manner. Authorization, based on verification of disability, is required before any accommodation can be provided. The DSPS can be contacted at (559) 494-3032 or by email, DSPS@reedleycollege.edu.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact a Basic Needs Specialist and/or Tiger Pantry. Furthermore, please notify the professor if you are comfortable in doing so in order to enable any additional instructional resources.

**| Final Note**

Our Canvas course closes at 11:59 PM on Saturday, May 18, 2024.

Syllabus is subject to change. For latest deadlines and assignments, check Canvas Announcements.